



# TTI Personal Talent Skills Inventory™

General Employment version

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**Jane Demo**

Sample

4-14-2006



## INTRODUCTION

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Research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

An individual's talents and personal skills are a fundamental and integral part of who they are.

In this report we are measuring three dimensions of thought. They are:

- \* Intrinsic - People
- \* Extrinsic - Tasks or things
- \* Systemic - Systems

This report analyzes talents; that is, a person's ability to do things. Is the report 100% true? Yes, no and maybe. As you review your report, please determine which items are job related. This will give you insight as to where to begin development.



## EXTERNAL DESCRIPTION

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### Integrated—High Level of Development

#### Description

Jane judges situations in a balanced, objective way in terms of all three basic perspectives: people, situations, and systems. When she takes action, she can move in and out of any one of the three value perspectives with ease. The integrated pattern indicates that she is not stuck in any one dimension. She can relate to and deal with other people well and maintains healthy, fulfilling relationships naturally. She also has good practical skills and can relate well to tangible things, processes and events. She understands how to deal effectively with ideas, knowledge, and systems. This integrated pattern indicates the world is wide open for her and suggests that she is able to take advantage of any and all opportunities.

#### Strengths

Jane is versatile and stable and adapts well to different types of people and changing situations. It is easy for her to see what she needs to emphasize or focus on, depending on the nature of the situation she is in. If an interpersonal focus is called for, she has the ability to turn on her people skills and relate well to others. If an external or task focus is needed, she has the ability to become an action-oriented achiever who focuses on the work at hand to get things done. If she determines that the situation calls for a systematic focus, she has the ability to turn her attention to learning and gaining more knowledge about the situation. This suggests her greatest talents are flexibility, objectivity and versatility.

#### Development Opportunities

Jane's greatest opportunity for growth is centered in maintaining strong identification with current activities, roles and responsibilities. She enjoys getting involved in new activities; but, if the activities become routine or "easy" for her and she doesn't feel challenged, she may not want to stay involved.



## EXTERNAL DESCRIPTION

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### **Best Performance Climate**

Jane will learn, work or perform best in an atmosphere where there is an open exchange of ideas and where feedback is readily available. She also prefers an environment where responsibilities and decisions are shared, and her input and creativity is appreciated and challenged on a regular basis.

### **External Bias Description**

Jane is someone who relates to the world primarily in terms of established system and order, (e.g., rules, the law). Most of her energies are focused on making things fit into the established system or organization. Her somewhat negative view of the tasks dimension reveals that she takes a conscious distance from the practical work process and social convention. Her neutral view of the people dimension reflects balanced objectivity toward other persons. She is not too trusting or too distant but strikes a realistic balance when valuing others without getting overly involved to ensure that she makes an objective and accurate decision.

Jane is good at seeing the big picture or the overall plan of things and how it impacts others much more clearly than she sees the step-by-step process it may take to get the results she wants. She has a talent for comparing facts and ideas and generally makes a fair judgment or reaches a well-founded conclusion concerning what action should be taken in any given situation based on available evidence and careful, critical evaluation. Her people skills enable her to ask others the right leading questions, to inquire about things without insulting others, and to deliberately and carefully weigh the pros and cons before expressing her critical evaluation or decision. She tries to ensure that she has sufficient knowledge or experience to decide on the merits, controversy, point at issue, or conflicts before making a decision or forming an authoritative opinion.



## INTERNAL DESCRIPTION

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### **Role-Authentic—High Level of Development**

#### **Description**

Jane shows a strong and equally developed focus on who she is and what she can do or is doing. She enjoys being a part of the process of getting things done and identifies with her work and personal roles. In a sense, her identity is her roles and activities. She feels her own worth is equally based on her sense of self and on what she can produce and achieve. She wants to see good results from her work, and that becomes a part of her sense of self. She enjoys being herself, and she is confident, reliable and responsible. She is well aware of her strengths and gets involved in activities or jobs that will best utilize her talents or help to further develop her potential. She will best achieve goals when she is fully engaged.

She under appreciates the systemic, thinking or structural aspects of her life. She is not strict about concepts or images that guide her forward and that shape her future. This means that she probably uses planning in a flexible way to help her focus her time and energy on the role responsibilities in the present. She usually starts new things intuitively and sees the future as a process of discovery, rather than being clear-cut and definite.

#### **Strengths**

Jane is confident in her abilities to perform and fulfill her roles and responsibilities in life. She has an inner strength that helps her to persevere, even in difficult situations. Her general attitude toward change is to adapt to it in practical ways and try to go with the flow of things. She is open to future possibilities and opportunities, and her flexibility about her long-term future should help her to take advantage of the best opportunities. She has a strong sense of self worth and identifies with her primary roles and activities.

#### **Development Opportunities**

Jane does not have a strong sense of appreciation for systems, plans, rules, and organization as it applies to her own life. She puts less emphasis on defining or talking about herself. She is more concerned about what is happening in the present than with planning a clear and definite future. She is probably eager and enthusiastic about her potential future, but her picture of the future is more vague and uncertain, since her focus is on current roles and responsibilities.



## INTERNAL DESCRIPTION

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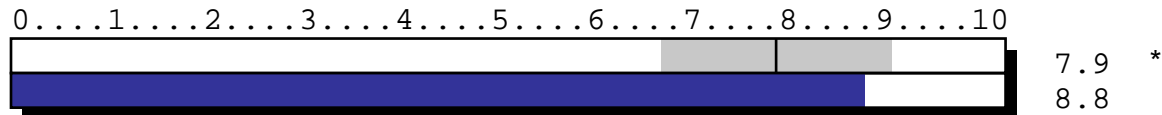
### **Internal Bias Description**

Jane has a neutral attitude toward sense of self and a positive self direction. The negative bias on role awareness shows that she is not getting the personal sense of fulfillment from her roles she would like to have. The positive bias on self direction shows this fulfillment is soon expected. She has a clear self-image in the area of self direction, and this conviction of self-concept encourages her to express herself frequently and forcefully. She is definite about her vision of the future and works hard on goals with high energy and strong discipline.

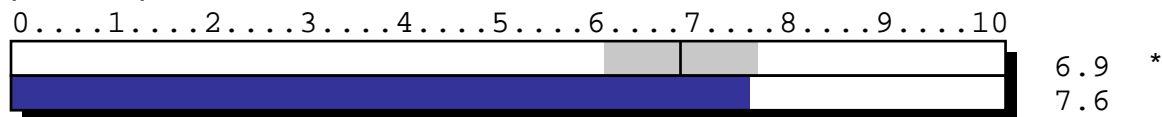


# CRITICAL SUCCESS SKILLS

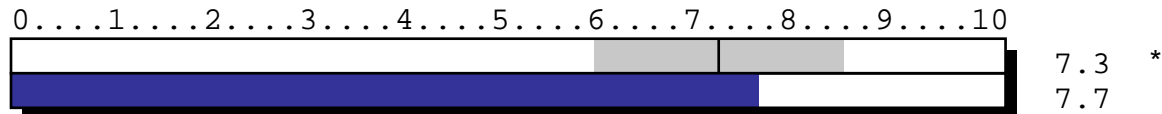
**ATTITUDE TOWARD OTHERS:** The general capacity one has for relating with other people.



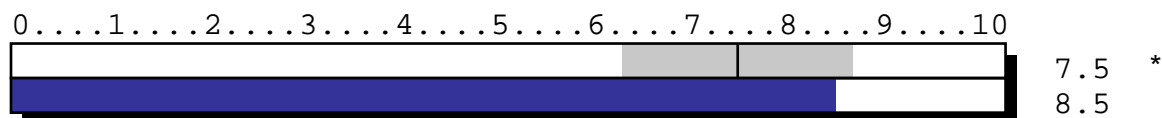
**MEETING STANDARDS:** The ability to perform work according to precise specifications.



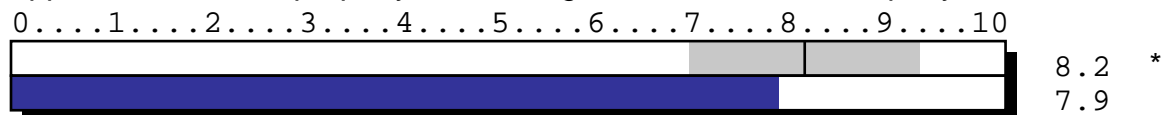
**JOB ETHIC:** The capacity to fulfill the professional responsibilities with a strong sense of moral duty and obligation they have been given.



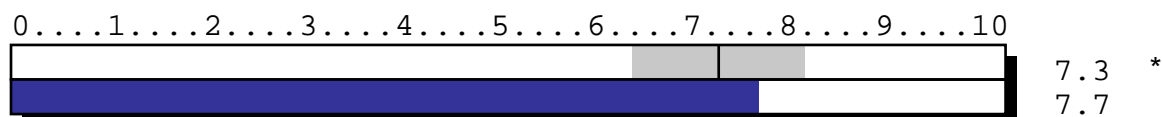
**PROBLEM SOLVING:** The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.



**RESPECT FOR PROPERTY:** A measure of the level of respect and appreciation for the property that belongs to others or the company.



**RESULTS ORIENTATION:** The capacity to clearly and objectively understand and implement all variables necessary to obtain defined or desired results.



Rev: 0.95-0.93

\* 68% of the population falls within the shaded area.

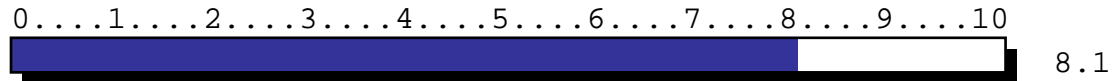


# THE GENERAL EMPLOYMENT SKILLS SUMMARY

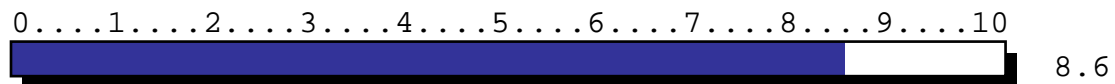
*This summary is a brief overview of the pages that follow. These scores provide a window into the respondent's abilities. This window will open even further as you progress through this report.*

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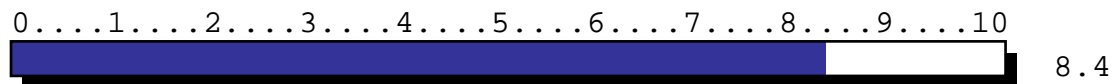
## GETTING RESULTS



## INTERPERSONAL SKILLS



## MAKING DECISIONS



## SELF MANAGEMENT



## WORK ETHIC

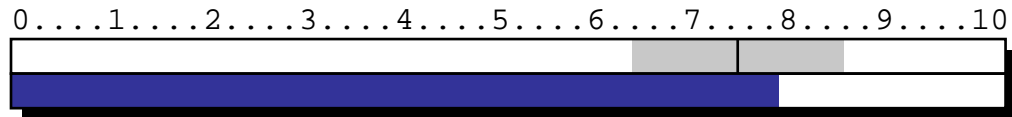




# GETTING RESULTS

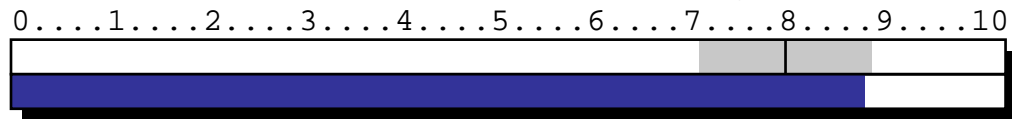
The ability to simply "get results" is essential to success. Scores in these capacities reveal Jane's ability to remain focused until the completion of a project or goal.

**ACCOUNTABILITY FOR OTHERS:** A willingness to take responsibility for the actions of other people.



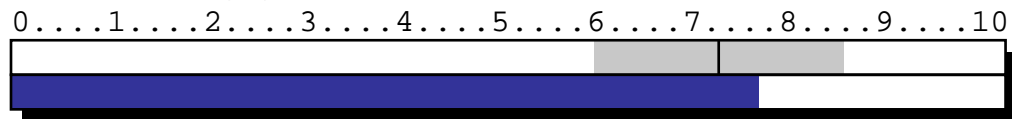
7.5 \*  
7.9

**ATTENTION TO DETAIL:** The ability to pay attention to the specific elements, facets or parts of a situation or work assignment.



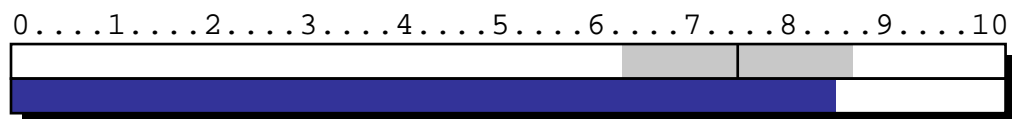
8.0 \*  
8.8

**CONSISTENCY AND RELIABILITY:** The capacity to regularly and dependably engage in and complete tasks or processes.



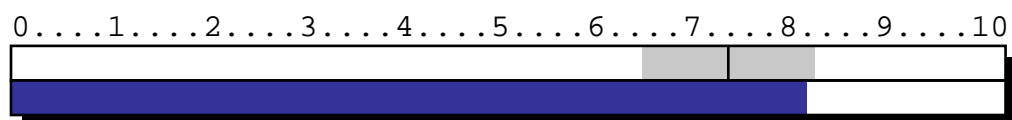
7.3 \*  
7.7

**PROBLEM SOLVING:** The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.



7.5 \*  
8.5

**PROJECT AND GOAL FOCUS:** The capacity to concentrate one's full attention on the project or goal at hand, regardless of distractions or difficulties.



7.4 \*  
8.2

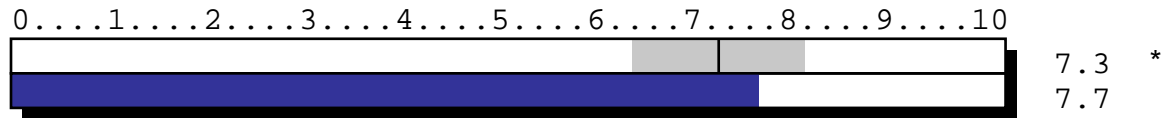
\* 68% of the population falls within the shaded area.



# GETTING RESULTS

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RESULTS ORIENTATION: The capacity to clearly and objectively understand and implement all variables necessary to obtain defined or desired results.



\* 68% of the population falls within the shaded area.



# INTERPERSONAL SKILLS

This is a measure of Jane's ability to interact effectively with other people in a positive and productive way.

**ATTITUDE TOWARD OTHERS:** The general capacity one has for relating with other people.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.9 \*  
8.8

**FREEDOM FROM PREJUDICES:** The ability to maintain objectivity when relating to other people.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.8 \*  
8.8

**REALISTIC EXPECTATIONS:** The ability to set realistic timeframes and well-defined standards of quality performance and production for others to follow.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.7 \*  
8.9

**SURRENDERING CONTROL:** The capacity of a person to voluntarily surrender control and accept the authority of another person or group.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.3 \*  
7.9

\* 68% of the population falls within the shaded area.



## MAKING DECISIONS

The ability to make appropriate decisions is important in most jobs. These scores show Jane's abilities as they relate to effective decision-making.

**CONCEPTUAL THINKING:** The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.3 \*  
7.3

**CONCRETE ORGANIZATION:** The capacity to understand essential factors of a situation and bring together all necessary resources.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.6 \*  
7.9

**FOLLOWING DIRECTIONS:** The capacity to hear, understand and follow instructions.

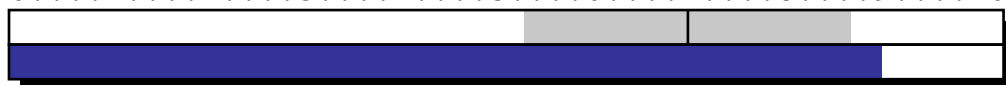
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.0 \*  
8.5

**INTUITIVE DECISION MAKING:** The capacity to make decisions by looking at the most essential elements and without all the facts or data.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*  
9.0

**THEORETICAL PROBLEM SOLVING:** The ability to solve problems in a virtual, abstract or hypothetical sense.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.3 \*  
9.2

**USING COMMON SENSE:** The capacity to be resourceful and apply good, practical, ordinary sense in whatever situations arise.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.6 \*  
8.5

\* 68% of the population falls within the shaded area.



# SELF MANAGEMENT

In order to be successful, Jane must manage herself. This area reveals Jane's ability to manage time, tasks, activities and projects. It also reveals her ability to deliver results.

**HANDLING STRESS:** The ability to maintain composure and internal strength when coping with external and internal pressures.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*  
9.1

**PERSONAL ACCOUNTABILITY:** The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.2 \*  
8.1

**SELF ASSESSMENT:** The capacity to objectively understand and evaluate one's self.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.7 \*  
8.4

**SELF CONFIDENCE:** A measure of a person's assured self-reliance in his or her abilities.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.4 \*  
7.8

**INTERNAL SELF CONTROL:** The ability to remain in conscious command of one's internal emotions when confronted with difficult circumstances and to respond rationally.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.1 \*  
8.2

**PERSONAL DRIVE:** A gauge of personal motivation to achieve, accomplish or complete tasks, goals or missions.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.1 \*  
8.3

\* 68% of the population falls within the shaded area.



# WORK ETHIC

These scores reveal how hard Jane likes to work. It is also a measure of just how respectful Jane is of company property and policies.

**BALANCED DECISION MAKING:** The ability to make consistently sound and timely decisions in one's personal and professional life.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**JOB ETHIC:** The capacity to fulfill the professional responsibilities with a strong sense of moral duty and obligation they have been given.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**MEETING STANDARDS:** The ability to perform work according to precise specifications.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**RESPECT FOR POLICIES:** The ability to understand, appreciate and have high regard for the rules, policies and procedures of the company.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**RESPECT FOR PROPERTY:** A measure of the level of respect and appreciation for the property that belongs to others or the company.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



\* 68% of the population falls within the shaded area.

# DIMENSIONAL BALANCE

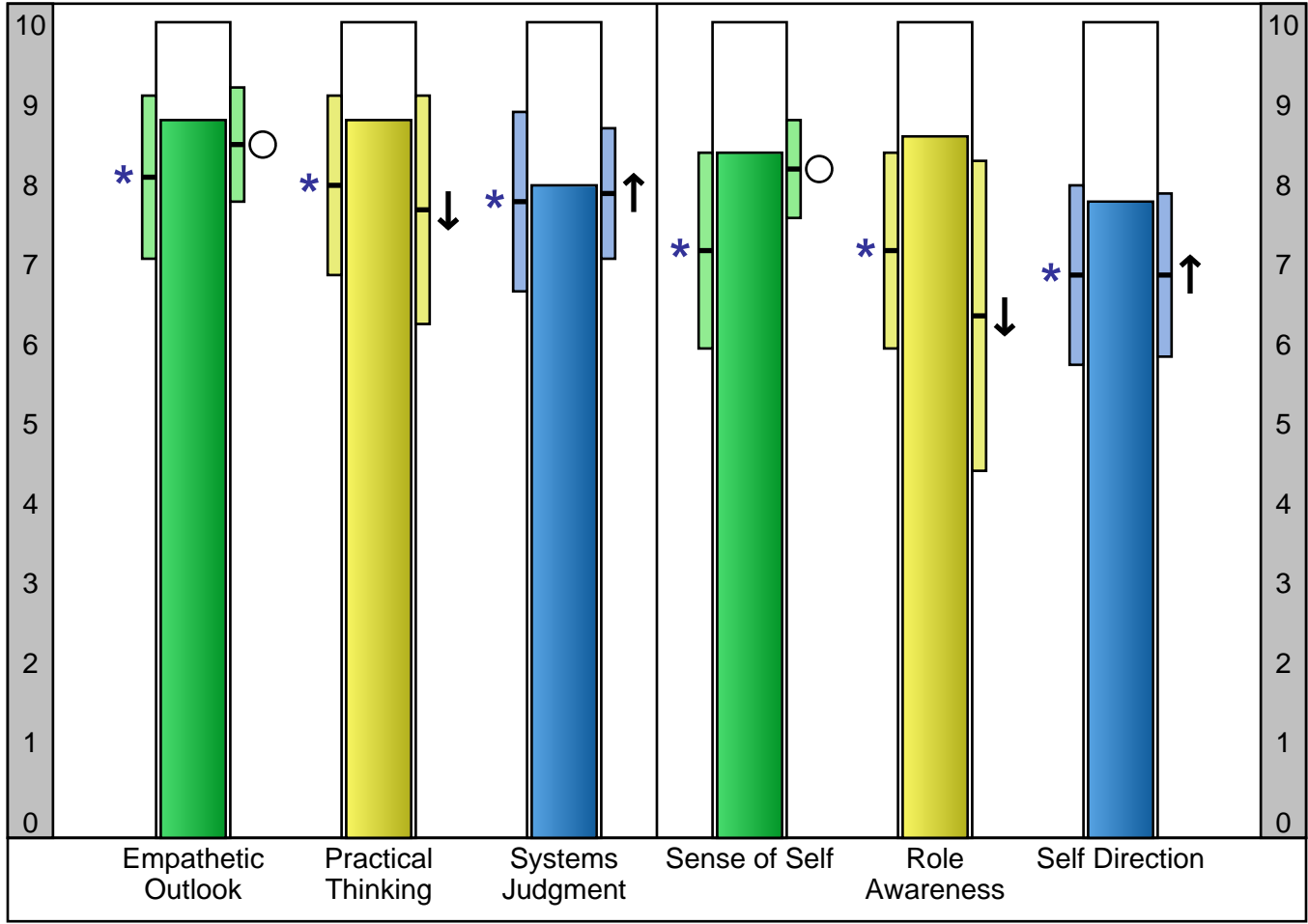
For consulting and coaching

4-14-2006

*	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score 8.8

8.8

8.0

8.4

8.6

7.8

Bias ○

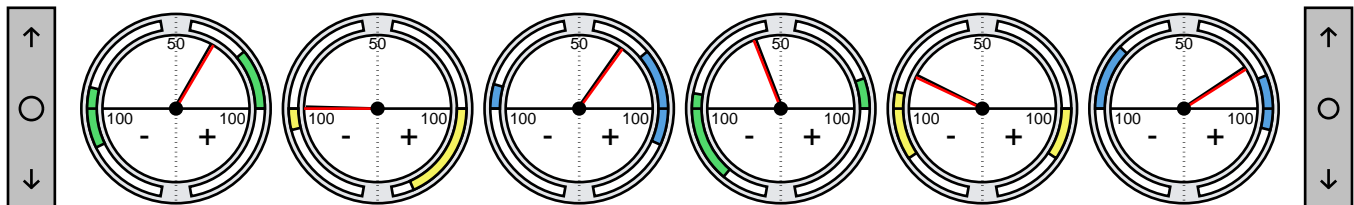
↓

↑

○

↓

↑





# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
9.2	8.3	Theoretical Problem Solving	8.2	7.7	Sense of Belonging
9.2	7.9	Proactive Thinking	8.1	7.2	Personal Accountability
9.1	7.0	Handling Stress	8.1	7.4	Enjoyment of the Job
9.0	7.0	Intuitive Decision Making	8.1	7.2	Taking Responsibility
9.0	7.9	Leading Others	8.0	7.8	Systems Judgment
8.9	7.7	Realistic Expectations	7.9	7.6	Concrete Organization
8.9	7.6	Realistic Personal Goal Setting	7.9	7.5	Accountability for Others
8.9	7.8	Persuading Others	7.9	7.3	Surrendering Control
8.8	8.0	Attention to Detail	7.9	7.0	Balanced Decision Making
8.8	7.9	Attitude Toward Others	7.9	7.1	Gaining Commitment
8.8	7.8	Freedom from Prejudices	7.9	8.2	Respect for Property
8.8	7.7	Evaluating Others	7.8	7.4	Self Confidence
8.8	7.9	Sensitivity to Others	7.8	6.9	Self Direction
8.8	8.1	Empathetic Outlook	7.7	7.3	Consistency and Reliability
8.8	8.1	Personal Relationships	7.7	7.3	Results Orientation
8.8	8.0	Practical Thinking	7.7	7.5	Quality Orientation
8.7	8.2	Realistic Goal Setting for Others	7.7	7.3	Job Ethic
8.7	7.6	Integrative Ability	7.7	7.5	Sense of Timing
8.7	7.6	Status and Recognition	7.6	6.9	Meeting Standards
8.6	7.6	Long Range Planning	7.6	7.3	Sense of Mission
8.6	7.4	Handling Rejection	7.5	7.3	Project Scheduling
8.6	7.8	Relating to Others	7.5	7.1	Role Confidence
8.6	7.1	Role Awareness	7.3	7.3	Conceptual Thinking
8.5	8.0	Following Directions			
8.5	7.5	Problem Solving			
8.5	8.1	Understanding Motivational Needs			
8.5	8.0	Respect for Policies			
8.5	7.6	Using Common Sense			
8.5	7.9	Emotional Control			
8.4	6.7	Self Assessment			
8.4	7.9	Correcting Others			
8.4	7.3	Sense of Self			
8.4	7.7	Evaluating What is Said			
8.4	8.1	Self Improvement			
8.4	8.0	Material Possessions			
8.4	7.4	Self Management			
8.3	7.1	Personal Drive			
8.3	7.8	Monitoring Others			
8.2	7.4	Project And Goal Focus			
8.2	7.4	Developing Others			
8.2	7.9	Conveying Role Value			
8.2	7.1	Internal Self Control			
8.2	6.9	Initiative			
8.2	7.2	Persistence			



# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
7.9	7.5	Accountability for Others	8.6	7.8	Relating to Others
8.8	8.0	Attention to Detail	8.5	8.0	Respect for Policies
8.8	7.9	Attitude Toward Others	7.9	8.2	Respect for Property
7.9	7.0	Balanced Decision Making	7.7	7.3	Results Orientation
7.3	7.3	Conceptual Thinking	8.6	7.1	Role Awareness
7.9	7.6	Concrete Organization	7.5	7.1	Role Confidence
7.7	7.3	Consistency and Reliability	8.4	6.7	Self Assessment
8.2	7.9	Conveying Role Value	7.8	7.4	Self Confidence
8.4	7.9	Correcting Others	7.8	6.9	Self Direction
8.2	7.4	Developing Others	8.4	8.1	Self Improvement
8.5	7.9	Emotional Control	8.4	7.4	Self Management
8.8	8.1	Empathetic Outlook	8.2	7.7	Sense of Belonging
8.1	7.4	Enjoyment of the Job	7.6	7.3	Sense of Mission
8.8	7.7	Evaluating Others	8.4	7.3	Sense of Self
8.4	7.7	Evaluating What is Said	7.7	7.5	Sense of Timing
8.5	8.0	Following Directions	8.8	7.9	Sensitivity to Others
8.8	7.8	Freedom from Prejudices	8.7	7.6	Status and Recognition
7.9	7.1	Gaining Commitment	7.9	7.3	Surrendering Control
8.6	7.4	Handling Rejection	8.0	7.8	Systems Judgment
9.1	7.0	Handling Stress	8.1	7.2	Taking Responsibility
8.2	6.9	Initiative	9.2	8.3	Theoretical Problem Solving
8.7	7.6	Integrative Ability	8.5	8.1	Understanding Motivational Needs
8.2	7.1	Internal Self Control	8.5	7.6	Using Common Sense
9.0	7.0	Intuitive Decision Making			
7.7	7.3	Job Ethic			
9.0	7.9	Leading Others			
8.6	7.6	Long Range Planning			
8.4	8.0	Material Possessions			
7.6	6.9	Meeting Standards			
8.3	7.8	Monitoring Others			
8.2	7.2	Persistence			
8.1	7.2	Personal Accountability			
8.3	7.1	Personal Drive			
8.8	8.1	Personal Relationships			
8.9	7.8	Persuading Others			
8.8	8.0	Practical Thinking			
9.2	7.9	Proactive Thinking			
8.5	7.5	Problem Solving			
8.2	7.4	Project And Goal Focus			
7.5	7.3	Project Scheduling			
7.7	7.5	Quality Orientation			
8.9	7.7	Realistic Expectations			
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